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ABSTRACT

Student teachers' journal entries during a 3-week practicum experience were analyzed to determine their perceptions of effective teaching. The students were given no guidance about journal content; they were simply asked to write abut issues or experiences that concerned them, to write reflectively, and to attempt to write daily. From analysis of journal entries, four themes emerged: classroom management concerns, characteristics of successful teaching, perceptions of practice teaching, and relationships with others. Effective instruction involved being able to cater to all levels of pupil performance and using reinforcement and praise. Student teachers moved from a teacher-centered, egocentric perspective in their initial year to more pupil-centered outcomes-based notions of effective instruction in their final year. There was an almost universal concern with "control" as a fundamental characteristic of effective management, especially among first and second year students. Students appear to have a reasonably holistic view of teaching, appreciating its complexities and the links between effective instruction, management, and the maintenance of good relationships. Implications of the study for teacher education are noted. (Contains 21 references.) (JDD)

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WHAT DO STUDENT TEACHERS PERCEIVE AS EFFECTIVE TEACHING?

A Paper Presented at the 24th Annual Conference of the Australian Teacher Education Association

Brisbane, July 2-6, 1994

by

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INTRODUCTION

The question of what student teachers perceive to be effective teaching is an important one. In this paper we present the results of research in which student teachers wrote in unstructured (unguided) journals during a three week block practicum experience in schools. Some of what they wrote in these journals provides us with an insight into how they perceive effective teaching.

The research which underpins studies into teaching effectiveness can involve a process/product approach (Dunkin & Biddle 1974). Process here refers to those teaching processes that are effective in developing or increasing desired outcomes of the product (student achievement). Thus process/product research has become the label to denote systematic exploration of teaching behaviours related to student outcomes using a series of related descriptive, correlational and experimental studies (Rosenshine & Furst, 1973; Gage, 1978).

Good (1983) identified specific teaching behaviours that foster student learning in elementary school mathematics. Ponzio (1984) labelled these behaviours Active Teaching Behaviours. These were characterised by teacher direction of learning and a high level of teacher student interaction. Other attributes of effective teachers were: the clear presentation of information, allowing students to initiate more academic questions, creating a relaxed learning environment with comparatively little criticism and expressing high achievement expectations for pupils.

Research by Evertson, Emmer & Brophy (1980) indicated that teachers who were effective classroom managers had six characteristics: they planned classroom procedures and rules carefully; they systematically taught student procedures and expected behaviours; they monitored student work and behaviour closely; they dealt with inappropriate behaviour quickly and consistently; they organised instruction to maximise student task engagement and success, and they communicated directions and expectations clearly.

A further perspective on effective teaching is found in the categories included in the Texas Teacher Appraisal System (1986). It contains components purporting to measure five domains of teaching effectiveness: instructional strategies, classroom management and organisation, presentation of subject matter, learning environment and professional growth and responsibilities.

Research in the area of student teacher perceptions of effective teaching is illuminating in that it provides some insight to the view of student teachers and what they regard as being important for the classroom teacher to do in order to be effective.

Preservice teacher education students have a variety of views of what is a successful teacher and what characterises successful teaching. Studies conducted by Brousseau & Freeman (1984), and Brousseau, Book and Byers (1988) with preservice student teachers reported that it was the responsibility of the teacher to promote personal, psychological and social growth of pupils. Clark (1988) suggests that "student teachers begin education programs with their own ideas and beliefs about what it takes to be a successful teacher. These preconceptions are formed from thousands of hours of observation of teachers, good and bad".

Student teachers have firm views about the concept of successful teaching. The most frequent response of elementary student teachers to the question, 'what makes a successful teacher? ' was the teacher's capacity for caring (Weinstein 1989). Other typical responses, included in the same study, were the 'ability to understand and to be

compassionate'; 'friendly'; 'concerned and warm', 'the ability to relate to children'; 'to have a good rapport with the children'; 'to communicate well' and 'to be patient'.

According to Placek and Dodds (1988), neither during nor after training do teachers apparently judge their work by how much, how quickly or how well students learn. Book, Byers and Freeman (1983) report that trainee teachers choose student's academic achievements as the most important goal of teaching only 30% of the time.

Lortie (1975) wrote that both experienced and inexperienced teachers most often referred to the immediate events of the classroom, particularly student behaviour, as their measure of doing the job well.

These views are supported by studies that identify the hallmarks of successful teaching as being the overall quality of classroom life, positive interaction with students, and student enjoyment and participation. Conversely non successful teaching is characterised by a lack of participation, non enjoyment and a lack of learning (Placek and Dodds, 1988).

RESEARCH DESIGN AND METHODOLOGY

The study utilised ethnographic techniques to collect and interpret data.

Data was collected in the form of student journals. Journals have been utilised and accepted as a research tool for collecting qualitative data in ethnographic research (Janesick 1983; Holly 1985). In this project journals were used because they had the potential to provide us with a broad spectrum of student insights into the practicum experience. The journals were unstructured with no guidance to the content to be covered. Students were simply asked to write about issues or experiences that concerned them, to write reflectively, and to attempt to write daily if possible.

Faculty policy required us to use student volunteers in the study. We attracted 28 volunteers from our Diploma in Teaching (Primary) course, comprising 10 from First year and 9 each from Second and Third (final) year.

Data was analysed by a team of three researchers using the constant comparative method of analysis to refine an understanding of the data (Glaser and Strauss, 1967; Goetz and Lecompte, 1981; Strauss, 1987). This method initially involved each member of the research team individually analysing and coding each of the journals as a basis for identifying possible categories. Using the process of "clustering" (Goetz and Lecompte, 1981; Miles and Huberman, 1984) categories were identified through the negotiation of codes using group processes. This involved researchers working with the data individually in the first instance, to ensure reliability, before engaging in group negotiation. This process was repeated at various levels and stages of the project, outlined where necessary in the text of this article.

Five primary categories emerged: Classroom Management Concerns; Characteristics of Successful Teaching; Perceptions of Practice Teaching, and Relationships with Others. In our analysis of student teacher perceptions of successful teaching we have drawn data from the categories concerned with successful teaching, classroom management and relationships with others.

As a means of organising the data on student perceptions of effective teaching, we have accepted a schema used by Barry & King (1993). They suggest that teaching comprises three fundamental areas: Instruction, Management and Relationships. We have taken "Instruction" to be perceptions relating to teacher skills and competencies and student learning outcomes. We have taken "Management" to refer to perceptions relating to classroom organisation and planning, the use of time and resources, and teacher directions of a behavioural rather than an instructional nature. "Relationships" refers to perceptions relating to teacher attitudes to children and the nature of children, to children's attitudes towards each other, and to perceptions relating to the relative status of children and teachers.

RESULTS

Data have initially been expressed in three Tables which give an overview of student teacher perceptions in the areas of Instruction, Management and Relationships. Tables 1-3 describe the numbers of student journals in which particular themes which relate to effective teaching have been identified. These Tables also break down responses by the year of study of respondents (1st year, 2nd year or 3rd year). They provide a useful overview of the nature of student teacher perceptions of effective teaching, and serve as an introduction to our discussion of results. We have also included in each section significant student teacher commentary, from the student journals, which we feel adds contextual reality and provides greater understanding of student teacher perceptions of effective teaching.

In this paper the term "student" always refers to student teachers. For purposes of clarity those *taught* by student teachers are referred to as *pupils*.

1. Student Teacher Perceptions of Instruction

It became apparent to us that, as students wrote down their observations and feelings about effective teaching in their unstructured journals, their perceptions relating to Instruction were dominant. Table 1 provides an overview of student concerns relating to Instruction.

TABLE 1
Student Teacher Perceptions of Effective Teaching:
INSTRUCTION

Perceived nature of effective teaching	Frequency of responses in journals (by student Year) 1st year journals	2nd year	3rd year
having clear objectives	•	•	•
meeting needs of all levels of pupils	••••	••	•••••
teacher enthusiasm	•	••	•
using interesting activities	•	••	•
stimulating learning environment	••	••	
reinforcement/praise/rewards	•••	•••	•••
extending higher order thinking	•		•
motivating pupils	••		
linking motivation to learning	•		•
variety in lessons/teaching strategies	••	•	••••
providing feedback to pupils	•	•	
clarity of explanations	•		
having pupils accept responsibility		•	
meaningful, practical activities		•	•••
a sound teacher knowledge base		•••	
awareness of classroom events		•	•
effective pacing of lessons			•••
effective lesson transitions			•
evaluating teaching/learning			•••••
teacher modelling love of learning			••
having pupils initiate learning			•
integrating content/learning experiences			••
facilitating pupil discussions			•
using children as resources			••
having pupils ask questions			••
having pupils self-evaluate			••
teacher patience			•
fostering pupil creativity			••
encouraging pupil experimentation			•

Generally, the data displayed in Table 1 indicate that students perceive a large array of teacher qualities and practices as contributing to effective instruction. Themes common to each of the three years include the perception that teachers need to be able to cater for all levels of pupil performance, and that reinforcement and praise are essential requirements of effective teaching. Noticeable, however, is the *lack* of consistent agreement across student years. It is apparent that while First Year students see effective teaching primarily as a set of actions generated by teachers, Third Year students perceive a more wholistic picture in which effective instuction is seen in terms of quality learning experiences for pupils and quality pupil outcomes.

Comments made by students in their journals provide a qualitative perspective of data outlined in Table 1. They indicate that a key to the perceptions of First Year student teachers on effective instruction is a sense of the teacher being the centre of most teaching acts in the classroom, that all lessons revolve around the teacher, and the success of a lesson rests primarily with their performance as a teacher.

First Year students are concerned that their classroom atmosphere is quiet and settled. They seem to be concerned that classroom participants perform the roles expected of

them. The teacher must be "teaching". Pupils should be passive participants who are quiet, on task, and settled. There is a sense that pupils don't necessarily have to achieve highly but they do have to be orderly and busy:

> *I am pleased with my teaching and feel comfortable with the class. I feel that I use my voice to help gain control and this is also good to know as it means that I am not as afraid to take the class. It is getting to the stage now where the students are quite used to me and we can have a joke etc between us. I played a maths game with three of the "noisy" boys during their hands on maths session. This seemed to go down really well and the students enjoyed having "miss" (as they put it) join in the game. These students responded positively towards me and my lessons for the rest of the day. Hopefully this will last as they are the noisy ones in the class.*

First Year student teachers also appear to emphasise the teaching skills they have learned in their University subjects. Some of the skills they mention are lesson planning; aspects of preparation such as having clear objectives and interesting activities; and instructional skills such as teacher enthusiasm, the use of reinforcement and praise, and teacher motivation of students. For example:

> *This morning I watched my supervising teacher do an introductory lesson to a new unit that the class is starting. It was a questioning session which helped the teacher to find out what the students knew as well as introducing the new topic. The lesson was well structured and there were plenty of questions all for varying abilities. The teacher doesn't use alot of reinforcement with the students although I think it would encourage some of them a lot, and this class really need encouragement. I taught a lesson in the afternoon. I did a questioning - discussion session and tried to put all the skills into practice. I was pleased with the response from the students and the questions were well distributed so that all the students were involved.*

Data in Table 1 indicate that Second Year student teachers share many First Year perceptions of effective instruction. They too emphasise the need for a quiet, settled classroom and the importance of teacher-generated skills in effective teaching. One Second Year student, previously having had difficuly achieving the desired "smoothness" in his lessons, commented on the reactions of his pupils when he taught in front of a University supervisor:

> *I taught a revision lesson which actually completed a lesson that I hadn't finished on Monday. The lesson was fantastic. The students did as they were asked, no one mucked up and everyone worked quietly and efficiently. This taught me that students are conscious of what is important to their teacher and also that they liked me. If they didn't like me they could have made the lesson a nightmare. I think that it is very important for teachers and their students to have a relationship built on friendship. Each has to trust the other, feel comfortable around the other and be conscious of each others' feelings to help the day go smoothly.*

Nonetheless Second Year students appear to move beyond First Year perceptions of effective instruction. For example, they see the need for a teacher to have sound content knowledge as a base from which interesting and challenging lessons can be planned and implemented. One student comment along these lines was:

> *I taught a mathematic concept today using a method that we learnt this semester in Mathematics 2. Many of the subjects that we have already studied have shown to be relevant to our future career. These subjects include English, Science, Health, Music and Teaching Procedures. I originally thought that teaching dealt with*

commonsense. Now I think that only management and control is commonsense. We do need a firm background in subject material.

Third Year student perceptions of instructional quality are more advanced. These students echo the teacher-centred perceptions of effective instruction which dominate in First and Second Year writings. However, Third Year students also address issues concerning pupil learning which are generally absent from First and Second Year journals. One finds in the Third Year journals references to the teacher modelling a love of learning and having children initiate learning.

Other journals reflect on higher level instructional issues such issues as using children as resources, having children self evaluate, fostering pupil creativity, leading pupils to higher levels of thinking, and encouraging children's experimentation. Examples of student writing on these issues included:

> *I'm learning such a lot each day as the children respond to me as their teacher. No more individual lessons but a continual stream that must be maintained at a reasonable pace and create interest amongst the students. I've found that using the children as a resource has proved fruitful for all of us. They love to be involved in discussion, boardwork, etc. Learning must be initiated not only by the teacher but by all those involved in the classroom. We did an extension activity on density last week and have been observing the settling process after mixing a number of substances in water. This has progressed into a discussion on pollution and recycling that certainly wasn't part of my planning.*

And from a different Third Year student teacher:

> *While the class were in the library I organised an art/craft lesson for social studies as we needed to finish our sea animals mobile. The children discussed the kinds of sea animals that they know. They then constructed sharks, whales, fish etc using tearing and folding paper skills. I should have allowed them a lot more freedom in the way they constructed their creatures as I may have restricted their creativity. I showed them paper tearing and paper folding and asked them to use these methods. William didn't follow these instructions and the result of his fish was superb. It was this that made me realise I had probably been too restrictive. However results were very good.*

It is apparent from the general data in Table 1 and the journal extracts above that while there is commonality in the perceptions of First, Second and Third Year students, there is also a noticeable broadening in the way students perceive Instuction as they progress through their pre-service training. Students move from a teacher centred, egocentric perspective in their initial year, to more pupil centred, outcomes based notions of effective instruction in their final year.

2. Student Teacher Perceptions of Management

If student perceptions of effective Instruction are interesting because of their suggestion of increasing maturity across the three years of teacher training, it is student teacher perceptions of effective Management which had the greatest impact upon us as teacher educators. Table 2 outlines the frequency of student perceptions of effective management across Years 1-3.

TABLE 2
Student Teacher Perceptions of Effective Teaching:
MANAGEMENT

	Frequency of responses in journals (by student Year)		
Perceived nature of effective teaching	1st year journals	2nd year	3rd year
need for assertiveness, authority, control	••••••••	••••••	•••
effective preparation	••••••	••	•••••
establishing routines	•••		••
having an "organised" classroom	••		•
flexibility in planning/teaching	•		•••••••
clear directions/instructions	•••	••	
balancing control with caring		•••••••	
having pupils on task/completing tasks		•••	•••
collaboration with colleagues	••	•	••
keeping to time	••		••
communicating/maintaining standards	••	•	••
consistent application of rules	•		
overplanning rather than underplanning			••
awareness of/attending to pupil safety			•
use of desists			•

The most apparent trend in these data is the almost universal concern with "control" as a fundamental characteristic of effective management, especially amongst the First and Second year students. In no other area of perceptions did we find such a consolidated unanimity of student feeling. However, "control" is less of an issues with third year students, who tend to see effective management more in terms of effective planning and teacher flexibility.

Eighty per cent of First Year journals made observations which relate effective management to the capacity of the teacher to "control" pupils. Statements of this type included:

> *What a lesson I gave this morning. What a flop. I didn't explain anything, didn't motivate, was grumpy, wasn't in control.*

> *I can understand why teachers don't want to do music lessons. They are so hard to organise and the children always muck up.*

and, an extract that sums up one of the concerns of many First Year students:

> *I am really pleased with my management and control of the class. I heard so many stories about how bad they were and how hard they were to control and I have had no problems with them at all except they can become talkative easily ... Wednesday seems to be a day filled with bits and pieces as the day is broken up because of scripture and library research. I feel that my teaching is coming along*

well and I am very pleased with the control I have over the students. They seem to know I am serious when I tell them to do something.

The other major perception of effective management to come from the First Year journals is the issue of preparation. For First Years, effective preparation generally means the writing of an effective lesson plan, the formulation of good lesson objectives, and good timing during lessons. It is interesting to note one student's attempts to wrestle with some of these issues:

> *I don't enjoy it when I have to plan lessons that are not my own ideas because it makes it hard to plan properly and remember the steps ... My Supervising Lecturer was here today and that wasn't even a help - that made me feel even worse. My timing was absolutely disgrace ...The other two lessons were not any better either.*
> *I had three lessons today. The first two activities were not bad, kept in time and organised but still a bit tense ... The Third lesson went 2 minutes out of my time and the reason was that I didn't allow any time for packing up. But that two minutes was enough to make changes in the progress of the lesson. My preparation has been excellent so far, it is only the timing and confidence. Tomorrow probably is going to be a different day.*

Second Year students are also primarily concerned with control and authority in their perceptions of effective management. In this respect there seems to be little development from the perceptions of First Years. However, despite the similarities with First Year perceptions, Second Year students seem to have developed a less teacher centred view of control. Peculiar to Second Year perceptions is an apparent conflict between the need to have authority over pupils, and the need to maintain a friendly, pupil centred classroom environment. At times some Second Year student teachers seem to feel guilty engaging in controlling behaviors. We have termed this perception "balancing control with caring" in Table 2. The following example of this type of perception comes from the journal of one Second Year student teacher:

> *Some of the boys were testing me out to see how far they could go. They were being smart alecs and even when they were reprimanded they would start misbehaving again. This did not turn me off teaching, but it has showed me that with this particular class I will have to be even firmer. I don't want to lose my temper with them but I may have to (just raise my voice <u>loud</u>) to remind them to behave properly. My teacher had to yell at them quite a few times during the day. I don't really want to have to yell but this class doesn't respond to other ways often. I felt quite drained after today but I still know teaching is for me. I'd love to be able to help every kid but it's not easy with 30 kids.*
> *The school is in a disadvantaged area. A lot of the children have problems at home and this often reflects on their behaviour at school. It must be hard for the children to come to school and be expected to concentrate when they have things at home that are worrying them. The school does aim at helping the children and trying to see why they are acting they way they are.*
> *There are some children who are continuously in trouble. I think rather than having the kids in trouble all the time where they are still doing the same things and getting the same punishment (which often happens) we should try to get to the root of the problem. The kids still need punishment and discipline when they do something wrong, but we need to get alongside them and show them we care and want to help them with their problems, not just tell them off all the time.*

In contrast to First and Second Years, Third Year students are less concerned about classroom control or teacher assertiveness in their statements about effective management. These students see teacher preparation and flexibility as key management components. This may be explained by the fact that these students prepare a detailed, formal teaching program in preparation for their final Practicum, and they are responsible

for teaching their classes for the whole d[illegible] on each day of this block Practicum. One student extract illustrating Third Year perceptions of effective management concerns was:

> *One thing I have learnt is that flexibility is the key to success and I managed to be very flexible today and I feel that I came out on top. I think it is a good idea to change around the times of lessons occasionally, instead of doing Maths at 10, Spelling at 9, Reading at 9.30. Our mid morning Maths lesson ended up being done at 2 o'clock until the bell. My management skills were really tested as the class was doing independent group work. Even though the class was working consistently, the noise level was a bit loud, this is one area that I'll have to work on, trying to get them to talk quietly when in groups. I've concluded from this that it would not be advisable to re-schedule Maths after lunch again, or at least not group work. I'm finding it easier (because my Program notes are detailed) to write the briefest of notes - essential - in my Day Book and then refer to my program for details, rather than having to write out details again. My supervising teacher agrees with me and I feel comfortable doing this.*

Another Third Year comment, illustrating similar perceptions, was:

> *Without the interruptions of previous days all of my planned lessons were completed. Out of my program for this week I probably completed about 80% of the work - but I guess its better to be over prepared than underprepared. My program has been a great asset in terms of preparation. It has made this prac a lot easier in this regard - the work was all worth it.*

While all student teachers are concerned about teacher control, the nature of this concern appears to change over the three years. First Year students are concerned with their ability to impose control on their classes. While Second Year students are also concerned with classroom control, they are also concerned with the undermined quality of relationships that might result from teacher authoritarianism. When Third Years discuss teacher control, it is without the soul-searching engaged by Second Years - they simply observe that they have had to tighten control. For most Third Years, classroom control has ceased to be a management issue. For them the issue is how to run a classroom so that all elements of classroom management come together in an acceptable and satisfying whole.

3. Student Teacher Perceptions of Relationships

It is interesting for us to note that questions of relationships between pupils and teachers seemed to occupy First Year students most of all. As one reads the Second Year and then the Third Year journals, statements about relationships are fewer, and made in fewer journals. Table 3 provides an overview of the fequencies of statements made about relationships, and the concerns that preoccupied student teachers in their journals.

TABLE 3
Student Teacher Perceptions of Effective Teaching:
RELATIONSHIPS

Perceived nature of effective teaching	Frequency of responses in journals (by student Year) 1st year journals	2nd year	3rd year
the teacher understanding his/herself	•		
friendliness to pupils	••	••	•
maintaining a relaxed style/environment	•••••••	•	
knowing pupils' names	•••		
teacher enthusiasm/positiveness to pupils	••••	•	•
awareness of pupil interests/backgrounds	•••	•	••
treating pupils as individuals	•••	••	•
being approachable	•		
having a sense of humour	••		••••
a gentle, caring approach	••	••••••	•
providing support and encouragement	•	•••	••
being professional with "dislikable" pupils		•	
establishing trust with pupils		•	
encouraging parental involvement	•	••	•
respecting pupils	••	••	•••
teacher joining in activities/playground	•••	•	

In keeping with their earlier perceptions about Instruction - that a successful instructional environment is one where pupils are on task and settled, First Year student teachers perceive that a relaxed, friendly environment and a relaxed approached to teaching characterises successful relations in classrooms.

In addressing the importance of relationships First Year students also write of teacher qualities which are directed towards an empathetic teacher understanding of pupils. They tend to value teacher qualities such as knowing and being familiar with pupils as individuals and understanding their backgrounds. They also value pupil acceptance of teachers. In a few journals, it was seen to be important that teachers joined in with pupil activities in the playground. This desire to "bond" with their pupils is expressed in the following separate student entries:

> *Today I spent a lot of my time "getting to know" the children. I only took one lesson which was an information gathering activity. I decided rather than take photos of the children I would ask the children to write about or draw about 4 of their favourite "past-times". (This I believed would give me an insight into what children of this age like to do.) I then asked the children to draw themselves.*
> *I spoke to each child individually for up to a few minutes. By doing this I was able to achieve a "closeness" with the children and find out about their families, backgrounds, interests and subjects they had difficulties in. For example, Maryanne has 1 brother and her parents are both of Greek origin. She is able to speak fluent Greek as this is the only language spoken at home. She is interested in looking at the pictures in books but is unable to read.*

> *My class are great too. They send the teacher notes to say they like me. One girl gave me some little stickers. She had written good work on so I could stick them in peoples books. Even the toughy 5th class boys are sweet in their own way. This is definitely the career for me.*

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Second and Third Year student seem to be less concerned in their writings with relationships. The major concern of Second Year students relates to their perceived difficulty, noted earlier, in balancing friendliness with authority. It appears that by second year students are less concerned with keeping a relaxed, friendly environment if the price that has to be paid is a perceived deterioration in learning. In other words, instructional concerns begin to compete with concerns about relationships more than they do with First Year students:

> *I can't seem to do a thing right. Last week I was very friendly with the students. I smiled a lot, spoke to them as equals, joked with them and used pet names. Today I was stern. I kept students in at lunch time, I yelled and moved students away from others but I still don't have complete control. I think that being friendly towards the students works better though. These students need someone that they can trust, laugh with and have as a friend. This is what I tried to be last week. Now all I need is authority.*

Interestingly Third Year journals contain the least number of statements about relationships. The only significant themes to emerge from these journals are the need for teachers to have a sense of humour, and to respect pupils. It may be that Third Year students tend to express their concern for pupil wellbeing through their concern to achieve effective instructional outcomes. This issue is explored a little later.

Overall, data resulting from this research indicate that student teachers have a broad view of what it is to be an effective teacher. Generally speaking, this view places the instructional components of teaching at the centre. Student perceptions of management and relationships tend to be a little more peripheral, but only marginally. Despite *our* treatment of these data, where we have separated teaching into its component parts of Instruction, Management and Relationships, students appear to have a reasonably wholistic view of teaching, appreciating its complexities and the links between effective instruction, management and the mainenance of good relationships.

Notwithstanding the similarities of perceptions amongst students, it is apparent that there are some developmental differences between the perceptions of First, Second and Third Year student teachers concerning effective teaching. In examining the significance of these findings, we pick up on three concerns. The first is the extent to which student teachers appear to have a reasonably developed view of effective teaching when compared to the literature. The second is the nature of any developmental interpretation of student teacher perceptions of effective teaching that can be derived from these data. In the third we address the implications of the study.

CONCLUSIONS

1. Comparing student teacher perceptions with the literature

This research has indicated that student teachers generally appear to be aware of the characteristics of effective teachers as described by the literature. However, the study also indicates that at different stages of their preservice education, student teachers are likely to emphasise different elements of teacher effectiveness. In displaying an empathy with the literature, First Year students appear to emphasise the need for a relaxed learning environment (Ponzio, 1984) and the need to pay clear attention to the creation and maintenance of classroom rules (Evertson et al, 1980). Second Year students were found, in this study, to have a similar perception of effective teaching, though they were more aware of the need to maximise pupil task engagement (Evertson et al, 1980). Third Year students demonstrated an awareness of the need to involve pupils in asking questions and to have higher achievement expectations of pupils (Ponzio, 1984).

Student perceptions of effective teaching diverged from the literature in their beliefs about the need for teacher centred control techniques. However, this perception alters as students progress through their preservice program. While First Year students appear to accept that control is necessary for its own sake, Second Years begin to see the need for control to operate in a framework of student responsibility and classroom harmony. There is an apparent cathartic point in the development of numerous students as they wrestle with this conflict. Third Year students seem to view the question of classroom control more in terms of the literature - as a wholistic concern, measured in terms of other classroom elements such as quality instruction and engaging learning tasks.

Generally, student teachers in this study hold the perceptions of effective teaching that are reported in the literature as typical of student teachers. They seem to move from an egocentric view of teaching, where the teacher and teacher actions dominate, to a more pupil centred view, where there is a greater understanding of learning outcomes (Fuller & Bown, 1975). They generally see effective teaching in terms of immediate classroom events (Lortie, 1975), and most, particularly First Year and Second Year students, tend to value aspects of classroom climate and teacher attitudes which emphasise warm, positive relations with pupils (Weinstein, 1989). However, some Third year students appear to be aware of pupil learning outcomes and the effects of their practice on pupils. This finding is not consistent with some of the literature on student teacher perceptions of effective teaching.

2. Identifying a Developmental Perspective of Student Teacher Perceptions

It is apparent from these data that there are differences between student teachers' perceptions of effective teaching as they move through a three year course of teacher education. To some extent these differences have been noted in the previous section of the paper. In summary, the main features of this development of student teacher perceptions appears to be:

Development from a teacher centred to a pupil centred view of effective instuction

Student teachers in their initial year display a perception of instruction which has the teacher at the centre. Instruction is seen as comprising teacher skills and actions which contribute to smooth, directed lessons. Notions of pupil outcomes are generally missing from these perspectives, though First Years do see a need to have pupils complete tasks. However, while First Year students appear satisfied if the pupils sit quietly and work on the set task, Second Year students feel a need for pupils not only to be on task but to icomplete set tasks.

As student teachers move through Second Year and into their Third Year their perspectives of effective instuction broaden. The data from this study suggest that this transition occurs slowly in second year and that student teachers are most likely to develop a pupil centred perspective of instruction in their final year. By this time we are more likely to find student teachers discussing the need for pupils to attain higher level cognitive outcomes, and the need for pupil centred approaches to teaching.

Development from a personal to a professional/outcomes view of relationships with pupils

In their beginning year student teachers are concerned about the quality of the relationships they establish with pupils at the personal level. They are concerned with being accepted by pupils, and with understanding their pupils as people. It is apparent from these data that student teachers, to some extent, lose this personalised view of their pupils' needs as they progress through their course. In Second Year we find a conflict between being sympathetic with the needs of pupils and the need to realise instructional

outcomes. By Third Year many student teachers appear to have replaced the view of pupils "as people" with a view of pupils "as learners". In some ways this displays an empathy with pupil needs similar to that displayed by student teachers in their first year, it is just that now the concern is to provide pupils with the learning experiences necessary to meet those needs. Nonetheless, we are somewhat disturbed at the comparative lack of statements by Third Year students commenting on pupils "as people".

Development from a "control" view to a wholistic view of classroom management

Students in all years are concerned with classroom "control". However, "control" is generally present as an end in itself amongst First and Second Year students. Here, it is seen as the primary component of the functional classroom. Amongst Third Year students however "control" seems to be taken for granted. Third Year students display a more wholistic view of management, and are preoccupied by issues such as flexibility and the effective management of time and the preparation of a serviceable program.

Overall, there appears to be a significant developmental transition occuring between the perceptions of First/Second year students and those in Third Year. Teaching is seen by Third Year students as an interrelated whole. There are links between relationships, management concerns and instructional outcomes. Third Year students display in their comments a higher order view of teaching. There are fewer comments about basic teaching skills but the comments made make the point that good teaching skills are prerequisite to performing more involved teaching strategies. Third Year students are much more aware of learning outcomes and are aware that experimenting with various strategies can be rewarding in terms of their own professional growth.

3. Implications of the study

The student teachers in this study do appear to conform to what the literature tells us are usual perceptions of student teachers. Generally also, they appear to be developing perceptions of effective teaching which are consistent with the literature on effective teaching. While this is not true of the writing in every student journal, we must say that what we have found in this study, when taken as an overall picture of the development of student teacher perceptions, gives us hope. The perceptions of Third Year students in particular, with their awareness of cognitive learning outcomes, student participation in classrooms, and student experimentation, are encouraging.

Nonetheless we note with interest the views of Fuller & Bown (1975) and others who suggest that having entered into their inservice careers, teachers often move from the perpceptions they hold during their preservice education and adopt views which correlate less with the literature on effective teaching.

This study has particular implications for teacher education courses. We wonder why there is such an apparent maturing in the perceptions of Third year students - what experiences lead to these students developing a more outward looking view of teaching? Is it possible to identify these experiences, learn from them, duplicate them? At UWS Nepean, for example, we have an expectation of Third Year students that they will plan, implement and evaluate a teaching program in their final Practicum session. This may provide them with the opportunity to develop more wholistic perceptions of effective teaching, allow them to understand the complex interrelationships between instruction, management and relationships in classrooms, and allow them to develop an enhanced awareness of student learning outcomes as an integral part of effective teaching.

Finally, we also wonder whether it is possible to address, through University coursework, the Practicum, or through the structuring of reflective experiences, the difficulty many students have in including pupil learning outcomes as a central platform in their perceptions of effective teaching.

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